

EL 304 - TEACHING AND ASSESSMENT OF MACRO SKILLS
QUIZ no.1

Name: _____
Section: _____

Date: _____
Score: _____

General Instructions:

- Read and analyze each instruction carefully before answering.
- Answer all questions correctly and completely.
- Use a black ink pen when writing your answers.
- Complete the quiz within the allotted time.

Part I – Identification

Directions: Identify the concept, term, or quality being described in each statement. Write your answer on the blank provided.

1. _____ refers to the development of conversational fluency in a second language, particularly in situations where contextual and interpersonal clues support communication.
2. _____ refers to the ability to use language effectively in decontextualized academic situations where higher-order thinking and abstract language are often required.
3. A teacher asks students to study climate change using English. Students read articles, discuss environmental issues, gather information, and prepare a presentation. The primary focus is learning the topic through English. What approach is being used?
Answer: _____
4. A teacher shows pictures, gestures, objects, and demonstrations while explaining English instructions to beginning learners. What type of language context is being provided?
Answer: _____
5. During an English lesson, students are asked to analyze a difficult textbook passage without pictures, demonstrations, or other contextual clues. What type of language context does this represent?
Answer: _____
6. In a communicative classroom, the teacher does not dominate the discussion. Instead, the teacher guides students, observes their performance, and provides assistance when necessary. What role of the teacher is demonstrated?
Answer: _____
7. A teacher regularly introduces new activities, experiments with different techniques, and is willing to move away from traditional routines when appropriate. Which quality of an effective English teacher is demonstrated?
Answer: _____
8. A teacher asks students to question an online article, examine its claims, and determine whether the information is supported by evidence rather than simply accepting it. Which quality is being developed?
Answer: _____
9. Students from different groups gather information from different sources and later meet to compare what they learned before producing a group presentation. What CBI practice is demonstrated by this activity?
Answer: _____
10. A student does not know the exact English word needed during a conversation, so she uses gestures, describes the word using other expressions, and asks her classmate for clarification. What aspect of communicative competence is demonstrated?
Answer: _____

Part II – True or False

Directions: Write **TRUE** if the statement is correct and **FALSE** if the statement is incorrect. If the statement is false, **rewrite the underlined or incorrect idea to make the statement correct.**

11. _____ BICS is generally associated with conversational language that is supported by contextual clues, non-verbal behavior, and immediate interaction.
12. _____ A student who speaks English fluently in everyday conversations can automatically be assumed to have the same level of academic language proficiency.

- ### Part III – Essay 5 Points

Imagine that you are an English teacher handling a class with students who can communicate comfortably in everyday English but struggle when reading academic texts, analyzing information, and explaining complex ideas. As the teacher, how would you use the concepts of BICS and CALP, Content-Based Instruction, and Communicative Language Teaching to help these students improve? Explain at least two specific classroom strategies you would use and justify why they would be effective.

[illegible]

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ANSWER KEY

Part I – Identification

1. **BICS (Basic Interpersonal Communicative Skills)**
2. **CALP (Cognitive Academic Language Proficiency)**
3. **Content-Based Instruction (CBI)**
4. **Context-embedded language**
5. **Context-reduced language**
6. **Facilitator and monitor**
7. **Innovativeness / Innovative**
8. **Independent thinking**
9. **Information gathering, processing, and reporting**
10. **Strategic competence**

These concepts are grounded in the lesson's discussion of BICS/CALP, CBI, communicative competence, and teacher qualities.

Part II – True or False

11. **TRUE**
12. **FALSE** – Everyday conversational fluency does not automatically mean that a learner has corresponding academic language proficiency.
13. **TRUE**
14. **TRUE**
15. **FALSE** – Developing the first language can support the development and comprehension of the second language.
16. **TRUE**
17. **FALSE** – CBI should involve evaluating, processing, restructuring, drawing conclusions, or applying information rather than simply copying.
18. **TRUE**
19. **TRUE**
20. **FALSE** – CLT focuses on developing communicative competence and meaningful communication, not merely producing error-free sentences.
21. **TRUE**
22. **TRUE**
23. **FALSE** – An imaginative teacher explores and creates new ideas and activities to make learning interesting and effective.
24. **TRUE**
25. **TRUE**

The CBI items reflect the lesson's stated advantages, potential problems, and suggested solutions. The CLT items reflect its emphasis on communicative competence, meaningful interaction, negotiation of meaning, and learner responsibility.

Essay Rubric – 5 Points

Criteria	Points
Accurate understanding of BICS/CALP	1
Appropriate use of CBI	1
Appropriate use of CLT	1
Specific and realistic classroom strategies	1
Clarity, organization, and justification	1
Total	5

Total Quiz Score: 30 points

Part I: 10 points + Part II: 15 points + Essay: 5 points = 30 points